

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. James T. Heater

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Esther F. Garrison School of Visual and Performing Arts

(As it should appear in the official records)

School Mailing Address 649 West Jones Street

(If address is P.O. Box, also include street address.)

City Savannah State GA Zip Code+4 (9 digits total) 31401-3157

County Chatham County State School Code Number* 0192

Telephone 912-395-5975 Fax 912-201-5978

Web site/URL http://garrisonarts.sccpss.com E-mail james.heater@sccpss.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Thomas Lockamy

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: thomas.lockamy@sccpss.com

Other)

District Name Savannah-Chatham County Public School System Tel. 912-395-5600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Jolene Byrne

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 34 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools
- 53 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 8 | 14 | 22 |
| K | 32 | 36 | 68 |
| 1 | 31 | 31 | 62 |
| 2 | 29 | 35 | 64 |
| 3 | 26 | 37 | 63 |
| 4 | 27 | 54 | 81 |
| 5 | 22 | 60 | 82 |
| 6 | 32 | 62 | 94 |
| 7 | 31 | 58 | 89 |
| 8 | 34 | 70 | 104 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 272 | 457 | 729 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 44 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year | 3 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 25 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 28 |
| (4) Total number of students in the school as of October 1 | 744 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.038 |
| (6) Amount in row (5) multiplied by 100 | 4 |

7. English Language Learners (ELL) in the school: 0 %
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Korean, Spanish
8. Students eligible for free/reduced-priced meals: 44 %
 Total number students who qualify: 324

Information for Public Schools Only - Data Provided by the State

The state has reported that 42 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 4 %
33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|---|------------------------|
| Administrators | 2 |
| Classroom teachers | 34 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 18 |
| Paraprofessionals | 4 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 20 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 100% | 97% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. For schools ending

in grade 12 (high schools)

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: From artistic expression to academic success, Esther F. Garrison will provide a learning environment that engages learners, nurtures creativity, and builds community.

PART III – SUMMARY

Devoted to excellence in arts education and academic achievement, just as the lady whose name it bears, the Esther F. Garrison School of Visual and Performing Arts (Garrison) was established in 2010 as a specialty fine arts, K-8 school under the initiative of Savannah-Chatham County's Passport to Excellence Program. The school is named in honor of Mrs. Esther F. Garrison, the first African-American selected to serve on the district's Board of Education. Holding the record for the longest tenure of any Board member to date, Mrs. Garrison served the Board for 20 years and was also an acclaimed songstress.

Nestled within the beautiful historic district of the city of Savannah, Garrison takes its place in a city rich in history and cultural acclaim. Founded in 1733 by General James Oglethorpe, Savannah is home to one of the South's first public museums, The Telfair Museum of Art. It is the birthplace of the founder of the Girl Scouts, Juliette Gordon Low, and is home to the internationally renowned Savannah College of Art and Design.

The district's Passport to Excellence program established specialty schools offering discipline-specific curricula preparing students to pursue careers in areas such as fine arts, engineering, hospitality and the medical field, among others. Specialty schools are available to students by application and without regard to students' regular attendance zone. Garrison's preschool and kindergarten students are admitted solely through a lottery system, while students in grades 1 – 5 must also meet specific criteria on standardized tests and conduct grades. Admission to grades 6 – 8 requires a rigorous audition in an arts area of band, orchestra, piano, chorus, visual arts, theater or dance, competing with students from other schools for a limited number of coveted seats. Students who successfully pass the audition are entered into a lottery and randomly selected for admittance. Remaining students are placed on a waiting list for future openings. Students must maintain an 80% or higher academic average and a Satisfactory or Excellent conduct grade to remain enrolled each year.

Since the school's inception, its students' academic achievement and artistic performance levels have steadily risen. With an unwavering focus on student achievement, high expectations for conduct, and cooperative support among its stakeholders, Garrison's distinction was cemented in 2012 when former State Superintendent of Schools selected it as a Georgia School of Excellence in Student Achievement.

Garrison's strongest attribute is its diverse student population. Of its 729 students, 44% are Caucasian, 42% are African-American, 5% are Hispanic, 2% are Asian, and 7% are multi-racial students, mirroring Savannah's population. This diversity forms the foundation of the school's philosophy that each student can reach or exceed high expectations leading to success in learning and also serves as the common thread of the many key strategies, resources, and support systems in place to ensure the academic, emotional, social, and cultural attributes of our diverse student population.

Students benefit from varied class designs (hetero/homogenously groupings, inclusive, gifted, etc.), an accelerated and integrated curriculum, abundant tutoring and support, and a commitment by the faculty to research-based instructional strategies and assessment. An extensive guidance program fosters students' emotional and social skillsets and disciplinary activities center around helping students to see clear connections between choices and outcomes.

Garrison's students excel academically and artistically, as demonstrated by a number of notable milestones: a Garrison student is one of only 64 to serve on the State Superintendent's Advisory Board; visual arts students earned first place in the Savannah Children's Book Festival Poster Contest, presented work at the Blick Arts Winter Exhibition, and designed a student/teacher show entitled "Teachers as Inspirational Mentors for Students"; dance and piano students have been district and state winners of PTA Reflections competition; strings, band and chorus students represent the school at Georgia All State programs and District Honor Band and Chorus programs; Garrison's performing groups regularly attain superior ratings in juried performance reviews; and, Garrison hosts "Savannah Sings!", a school/community concert collaboration involving artists-in-residence, public and private school students, area businesses and local charitable organizations.

Garrison has moved beyond its initial challenges, embraced the diversity that strengthens it, and remains poised for continued academic and artistic excellence well into the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Garrison's language arts curriculum is based on Common Core Standards which are designed to promote critical thinking and analytical skills. Teachers' rigorous, engaging instruction infuses high-interest literature throughout the curriculum, resulting in students reading at, above, or well above proficiency levels. Students frequently work in cooperative groups, constructing knowledge through questioning, negotiation, debate, and evaluation. This approach has led Garrison to adopt an accelerated curriculum in language arts for students in grades 6-8 resulting in students completing a high school level composition/literature class and earning a unit of high school credit.

Garrison places a strong emphasis on writing across the curriculum, requiring middle school teachers in all subject areas to conduct three discipline-specific writing assessments for all their students. Students in grades 2-8 participate annually in two mock writing evaluations in preparation for taking the Georgia Milestone Assessment. Cross curricular writing samples are collected and gathered into a portfolio, enabling students and parents to monitor student growth and set new goals throughout the year.

Garrison students' greatest academic strength is language arts, with mathematics targeted for strengthening with higher "pass" or "exceeds" rates of achievement. Georgia's curriculum utilizes a task-oriented learning model, requiring students to apply mathematical skills and concepts to demonstrate mastery. Students utilize hands-on manipulatives, and are challenged by real-world, high-interest problem sets. Requiring students to explain their thinking in written form solidifies comprehension. Data analysis of the Measures of Academic Progress (MAP) identifies students whose skills are below target levels. Teachers work collaboratively with the Early Intervention Program teacher to address specific student deficiencies through individualized remediation strategies. For accelerated students, the gifted program provides additional mathematics instruction which further challenges Garrison's high-ability learners.

Science instruction relates to students' everyday world and environments, creating learning experiences with meaningful connections that build upon life experiences. Varied instructional modes offer students hands-on, inquiry-based learning, traditional lectures and note-taking practice. Correlated to the Georgia Performance Standards (GPS), the Georgia Online Assessment System (OAS) is utilized to monitor student learning, providing immediate formative feedback. Teachers also utilize probes, among other assessment strategies, to diagnose and monitor student learning.

Garrison's social studies curriculum aligns with the GPS and is divided into four domains: history, government/civics, economics, and geography. The curriculum focuses on the student's role in the classroom and society, appreciation of differences in people and culture, and fostering within students a geographic awareness of their community. Social studies instruction integrates an exploration of map and globe skills, information processing skills, literacy skills, and critical thinking skills. Students in grades 4-8 learn to formulate well-written essays in response to Document-Based Questions (DBQ's), appropriately citing sources and textual evidence in support of their theses.

Garrison's preschool curriculum is based upon the Georgia Early Learning Development Standards created by the nationally recognized Georgia Department of Early Care and Learning. The curriculum addresses the domains of physical development and motor skills; social and emotional development; approaches to play and learning; communication, language and learning; cognitive development; and, general knowledge. In addition to classroom instruction, Garrison's preschool students participate in weekly classes in music, visual art, readers' theater and dance. Because many of Garrison's preschool students begin school having already mastered some of the standards, the preschool teacher incorporates kindergarten skills and material to supplement the curriculum.

Garrison's Guidance Department utilizes the GACollege411 program to provide a comprehensive career and college curriculum for students in grades 6 – 8. Students complete modules on career inventories, career exploration, and high school preparation, creating a high school graduation/course of study portfolio upon

which to build as they progress through high school and begin the college search process. Garrison partners with area specialty high schools to provide career and technical focused presentations for students and their parents. Additionally, Garrison hosts an annual Career Day for all students.

2. Other Curriculum Areas:

The Garrison physical education program develops physical literacy by encouraging students to value physical activity for mental, physical, and social/emotional wellbeing. The program incorporates all aspects of physical fitness and wellness, including muscular strength, muscular endurance, aerobic capacity, flexibility and body composition. Students participate in weekly classes, with elementary students receiving an average of 70 minutes of instruction per week and middle school students receiving an average of 125 minutes per week.

Physical education activities provide enjoyment and success while also developing the personal attributes of cooperation, tolerance, sportsmanship, leadership, respect and honesty. The elementary curriculum promotes physical fitness, fosters the development of motor skills, instills knowledge and understanding of rules and seeks to create a fun and safe learning environment. The middle school curriculum builds upon this foundation by teaching concepts, techniques and strategies specific to various sports.

All Garrison students receive instruction in Spanish, culminating in 7th and 8th grade courses that grant students a full Carnegie unit of foreign language credit. Students subsequently have the opportunity to pursue Spanish II, III, IV and AP Spanish classes during high school. Students in K-6 receive 50 minutes of Spanish instruction per week and students in seventh and eighth grades receive an average of 125 minutes of Spanish instruction per week.

The media center serves the informational needs of students and teachers by providing a wide array of written and digital materials, expert technology assistance, extensive resource research and comprehensive instruction in the effective and appropriate use of printed materials and technology. The media center houses over 11,000 hardback books in addition to eBooks, Play-away audio books, and a comprehensive fine arts collection which supports fine arts instruction and arts integration throughout the curriculum.

The spacious and attractive facility offers a variety of configurations to accommodate multiple classes and extracurricular activities for every age group: a cozy, carpeted area and promethean board used for story time and presentations; a group of high-top tables offering students the opportunity to read, work on assignments, or engage in a quiet game of chess; a video studio utilized to produce a daily news show; a twenty-four desktop computer lab serving individuals and/or classes; as well as, tables spaced throughout the media center for small and large group instruction.

Every Garrison student has the opportunity to explore, acquire skills, and express creativity across the spectrum of fine arts domains. Preschool through third-grade students have weekly classes in music, dance, visual arts, and readers' theater. Fourth- and fifth-grade students have daily classes in two to three arts areas of their choice. Middle grade students have daily classes in their major arts area selected from band, orchestra, chorus, piano, theater, visual arts, or dance.

Classroom teachers and fine arts teachers regularly collaborate to fully integrate arts instruction throughout the curriculum for all grade levels. Arts integration promotes an understanding of the role of fine arts within history, culture, literature and the sciences; develops students' ability to evaluate, write and speak about fine arts, and encourages utilizing creativity in developing problem-solving skills. The arts also foster emotional intelligence, and the personal characteristics of self-evaluation, perseverance, a strong work ethic, and accountability among students.

Garrison students establish relationships, acquire social skills and assume leadership positions through active involvement in extra-curricular activities spanning twenty-four clubs and organizations, eleven performing groups, and eight athletic teams. Students develop a culture of service through participation in Garrison Givers, Peer Mediators, and the Junior National Honor Society. They develop problem-solving and analytical skills through participation in Odyssey of the Mind Club, Lego Club, and Chess Club. The

Cooking, Book and Girls on the Run Clubs develop life skills and athletic teams such as soccer, volleyball, baseball, basketball and swim team offers opportunities to develop sportsmanship through competitive play.

3. Instructional Methods and Interventions:

Garrison's arts-integrated approach to instruction enhances student creativity and fosters the development of self-discipline. The needs of visual, kinesthetic, and auditory learners are met through self-selected activities, allowing students to showcase their strengths. Open-ended questions and problem-based learning allow students to express opinions and cite evidence. Learning is demonstrated through a variety of performance tasks. Rubrics, used for summative assessment with standards-based feedback, ensure that students understand required criteria.

Garrison has an unusually high number of gifted students within its population. Often, when gifted specialists meet with their resource groups, fewer than 10 students remain in the classroom allowing classroom teachers the opportunity to provide focused strategies such as RTI interventions and special education supports to the remaining students. Special education students receive support primarily from a special education teacher in their homeroom, where accommodations facilitate access to the general education curriculum. Students monitor and reflect on progress towards their Individualized Education Plan (IEP) goals and in grades 4-8, students become active participants in their IEP meetings. Just as education is constantly evolving, teaching methods must be equally dynamic. To this end, Garrison's teachers are equipped with a repertoire of research-based instructional strategies utilized across all grade levels and subject areas and fully aligned to students' demonstrated individual needs.

Response to Interventions (RTI) is a tiered process through which all students receive the support and resources necessary to succeed. Tier I includes all Garrison students immersed in standards-based instruction, aligned with the Common Core and Georgia Performance Standards. Approximately 75-80% of Garrison's students are successful at Tier 1. Instructional strategies include Depth of Knowledge (DOK) questioning, flexible grouping, and instructional technology including web-based competitive academic games that adjust to student performance levels. For students who begin to struggle academically, Tier I strategies continue and more intensive Tier 2 interventions that target the area of deficiency of the student are implemented. Interventions are monitored for effectiveness and continued or discontinued accordingly. Tier 3 offers concentrated instruction in smaller groups of one to three children. Those making inadequate progress using Tier 3 interventions are referred for vision and hearing screenings, and a psychological evaluation, to determine if services for exceptional children may be required. In Tiers 2 and 3, student progress is monitored weekly and subsequent outcomes meetings determine if interventions are successful or should be altered. Students may move fluidly between tiers depending on their demonstrated levels of proficiency.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Garrison's Criterion Referenced Competency Test (CRCT) data has reflected superior passing rates since our opening as a specialty school. Reading is our strong point. Every grade level has a passing rate between 98%-100%, with half of those students meeting "Exceeds" criteria. In mathematics our fifth through eighth graders have a pass rate of 98%-100%. Our exceeding scores were initially not as high as we hoped for at these grade levels, but each year we have seen growth, with half currently exceeding. In third and fourth grades, we have high passing rates, between 86%-95%, with data showing yearly improvements.

Garrison's socio-economically disadvantaged subgroup has an exceptionally high passage rate in reading, with 97%-100% meeting the "Exceeds" criteria each year. In third and fifth grades, the subgroup's percentage of scores that exceed is not as high, and has been subsequently targeted for improvement. For students in grades 5-8 mathematics, 94%-100% in this subgroup pass. In third and fourth grades, the passage rate is between 76%-94%, showing an upward trend.

The two main ethnicities at Garrison are African-American and Caucasian students. When comparing the data between these subgroups in reading and mathematics, there does not appear to be a disparity. Each subgroup frequently scores at similar passage rates. In mathematics, third and fourth grades had a greater discrepancy between the subgroups, however, in this last testing window, third grade closed that gap.

This past year, fourth grade had a disparity of more than ten percentage points in mathematics among the African-American subgroup. Recognizing this, we have implemented several interventions, added tutorials, instituted a common planning between our math, Early Intervention Program (EIP) and special education teachers, and had the district math coach assisting as well. We are confident that the current year's data will show how these interventions were successful.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Garrison utilizes a variety of assessments to drive instruction. Aside from traditional formal and informal teacher assessments, Garrison utilizes several district-wide screening tools. In 2nd-8th grades, the Scholastic Reading Inventory (SRI) measures student Lexile levels. Additionally, Measure of Academic Progress (MAP) determines understanding and knowledge within mathematical domains. In grades K-1, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures basic literacy skills, such as fluency and phonemic understanding. The mCLASS math program measures the development of K-1 students through progress monitoring and diagnostic assessments of basic math skills and concepts.

These assessments are given during three testing benchmark windows annually. Data is then used to establish baselines or to inform instruction. To impact student achievement, data are disseminated and analyzed during monthly school-wide Data/Response to Intervention (RtI) team meetings, bi-monthly grade level or subject area meetings, faculty meetings, and at grade-level RtI meetings. Our school's "data room" walls exhibit charts, tables, and graphs that show the progress of grade levels throughout the year after each window closes, providing a display for visual analysis.

During parent conferences and PTA meetings, achievement data is discussed in a thorough manner using stakeholder-friendly verbiage. Questions are solicited and answered and the data's meaning is explained as it relates to the individual student as well as to the school. Students lead discussions of their writing samples with their parents during writing portfolio showcase as Garrison moves towards student-led parent conferences.

All of these assessments, including the new Georgia Milestone Assessment System (GMAS), which replaces the Criterion-Referenced Competency Test (CRCT), are crucial for maximizing instructional resources, obtaining the best possible student achievement outcomes, and for establishing class rosters for the subsequent school year.

Part VI School Support

1. School Climate/Culture

Garrison engages and motivates students by integrating the arts into an academic curriculum that inspires students to achieve their personal best. Through the arts, Garrison students become critical and creative thinkers, as well as keen observers who appreciate detail and nuance. Accustomed to preparing for performances and auditions, students become skilled at self-assessment and individual goal-setting. These habits of mind transfer to academic efforts. Garrison students understand self-discipline and the demands of practice, as well as the joy that accompanies academic and artistic achievement.

Garrison students are nurtured through a diverse arts curriculum that pays particular attention to individual abilities and interests. Pre-Kindergarten through 2nd grade is introduced to an early, high quality level of arts instruction in visual art, music, dance and theatre. In 3rd grade, student arts assessments and parent input jointly determine three arts focus areas that are the best fit for each 4th grade child. In 5th grade, students are carefully prepared in the arts concentration of their choice for middle school auditions. Finally, middle school students receive focused arts instruction in their arts major 5 days each week. This attention to recognizing and developing individual talents has contributed to the number of formal recognitions earned by our students.

Garrison's adoption of PBIS methodology defines, teaches, and sustains behaviors that promote student success. Students who consistently meet expectations earn an excellent in conduct and are recognized with incentives such as dress down days or homework passes. Conflict resolution is supported by student peer mediators, who are trained through a partnership with the Mediation Center of Savannah to assist in peacefully resolving conflicts. As a result, Garrison has one of the lowest referral rates for disciplinary actions in the district.

Garrison's highly visible and readily accessible administration is always ready to support Garrison teachers with guidance, assistance, and encouragement. They have modeled warm, respectful interactions among staff that set the tone for a positive working environment. Additionally, the Garrison PTA recognizes and meets teachers' needs in meaningful ways. The PTA's Connections Committee matches volunteers with classrooms to assist with clerical work and events such as field trips. In the past two years, PTA has budgeted \$4000 annually in grants for classroom materials. Annually, \$2000 is budgeted for monthly staff appreciation events, such as breakfast and lunch buffets. These combined efforts demonstrate clearly to our teachers the gratitude and regard of Garrison parents and administration.

2. Engaging Families and Community

The arts are a natural catalyst for bringing communities together. Garrison's arts program has forged highly successful partnerships with local businesses and agencies, supporting students through authentic experiences, mentoring opportunities, and additional resources. Garrison's choir is a prime example of such a community collaborative. This year alone, Garrison hosted four Arts Alive choral workshops for students throughout the Chatham County district as well as All State middle and high school audition workshops with Dr. Emily Grunsdadt-Hall of Armstrong State University. Guest conductor Ann-Sofi Stål from Falun, Sweden worked with Garrison choral students as part of the Children's Choir artist-in-residence program, and Craig Denison, Artistic Director of Florida's Singing Sons Boy Choir worked with Garrison students and guest conducted the Savannah Sings event. The Garrison choir was supported, in part, by \$1200 from the community through family portraits with Teresa Earnest photography, and through a \$2000 grant from Savannah Friends of Music

The visual arts department regularly partners with neighboring downtown businesses. Marriott and Hilton have each hosted Garrison's annual school-wide arts exhibition, highlighting approximately 250 student works. Blick Art, Colorboxx Salon, and Zoë's Kitchen have also hosted Garrison exhibitions. An Armstrong State University partnership provides mock auditions for piano students preparing for the Savannah Arts Academy auditions.

The PTA is Garrison's strongest ally in forging the ties between school and family that make Garrison a true community. "Muffins with Mom" and "Donuts with Dad," as well as the "Boo-Hoo Breakfast" for parents of new preschool and kindergarten students, bring together more than 400 parents annually. PTA also hosts events for students and parents such as the Father/Daughter Sweetheart Dance, which had more than 100 in attendance. Held yearly, the PTA Family Night brings together over 100 adults and children for an evening of pizza and bingo. The PTA's Annual Fall Festival features rides, cake walks, a dunking booth, and an auction that raises money for classroom needs. In spring 2014, the PTA hosted Circus of the Kids, which used artistic circus acts to inspire children in personal and academic achievements. Over the three days of performances, more than 1200 people from the community watched 51 Garrison students put on a professional circus show. This spring the PTA looks forward to providing the opportunity for all students to participate in a Fun Run, which will include contests for classrooms and a fundraising component to raise money for classroom technology needs.

3. Professional Development

One size does not fit all in a school filled with creative over-achievers. Like Garrison's students, its staff is comprised of unique individuals with a wide range of talents and interests, requiring that professional development opportunities be tailored to fit both corporate and individual needs. Each year, teachers and administrators complete a self-assessment using the Georgia Department of Education's Teacher and Leader Keys (TKES, LKES). Aligned to the ten TKES and eight LKES standards, these instruments yield data that help each educator identify his or her strengths and target areas for growth. The TKES/LKES platform provides a wealth of resources including videos, webinars, quick guides, and manuals that hone instructional and administrative skills. Garrison teachers have ready access to these tools and can custom-design their professional development plans.

Garrison educators are expected to attain gifted certification to better support student achievement through differentiated instruction. Garrison has promoted gifted training sessions by hosting them for its teachers and those of the district.

Keeping teachers current with technology is a professional challenge that must be met in order to remain relevant to student interests and needs. Garrison teachers are supported by bi-weekly professional development offerings from a specialist who addresses technology topics according to teacher requests.

Student achievement is a certainty when teachers are well-versed and knowledgeable in the content area they are required to teach. Garrison Teachers must be adept with two curricula: academic and fine arts. A recent planning day saw our staff, classroom teachers and arts specialists partnering to write lesson plans for fully integrated arts instruction. Educators began the planning grouped by grade level, but soon began table hopping as they collaborated on plans that brought finger drums and dance moves to science lessons, song writing to ELA, and math vocabulary employed to critique works of art. At that moment, the passion of Garrison's teachers for their craft was self-evident. The enthusiasm generated by collegial sharing of ideas and resources naturally carried over into classrooms, where students were inspired by the inventiveness of inter-disciplinary lessons.

Supporting Garrison's arts integration mission was the impetus for sending two teams of teachers, together with the principal, on separate trips to Tampa and Jacksonville, where they visited public arts schools with reputations for success. These educators returned with notes, photographs, print material, and a new commitment to helping Garrison achieve its vision as an arts education school of excellence.

4. School Leadership

Garrison's leadership structure is multi-faceted, yet has a singular focus: student success. In keeping with the philosophy that every effort should contribute to students' academic and artistic achievement, the work of Garrison's leadership is thoroughly aligned with this singular, shared outcome. Garrison's leadership teams are comprised of cross sections of the school's many stakeholders, working together to ensure that Garrison students are well equipped to succeed today and lead tomorrow.

Central to the success of Garrison's students is a unique, well-articulated mission statement, which informs all aspects of instruction and planning. Garrison's principal embodies and promulgates this mission statement at every opportunity, providing a clear mandate for student success within a unique, arts-integrated environment. His skill at articulating the school's mission and dedication to maintaining its centrality among Garrison's constituents provides a foundation upon which Garrison's leadership groups carry out their responsibilities. His exemplary leadership was formally recognized with the 2014 Georgia PTA Outstanding Principal Award, bestowed by the Georgia Parent and Teacher Association.

Garrison's leadership sets a climate of high expectations for students, faculty and parents. A high-energy, live morning newscast ensures that leadership is a daily visible and vocal presence to each student and teacher. Weekly call-outs, monthly newsletters and an active website maintain communication with Garrison's constituents. At every opportunity, the Principal and AP encourage students to work hard, accept responsibility for their actions and set high standards for their achievement.

The Principal and AP are assisted by the school's leadership team, which is comprised of the grade level and academic discipline chairpersons. The team meets monthly to assist the Principal in setting instructional priorities and goals for the academic program.

Garrison's robust student council is comprised of student representatives from each 4th -8th grade homeroom class. The student council meets monthly to communicate with school leadership, represent the suggestions of the student body and plan activities in support of Garrison's extra-curricular programs.

With over 60% of Garrison's families as members, the tremendously active PTA plans, funds and staffs many activities benefitting students and faculty. Monthly PTA meetings include programming on topics of specific benefit to parents in their role as the primary educators of their children.

Garrison's School Council is comprised of representative of the faculty, parents and business partners. The school council provides advice and recommendations to the school principal and the local board of education on matters related to student achievement and school improvement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>Criterion Referenced Competency Test (CRCT)</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 95 | 90 | 86 | 91 | 53 |
| % Exceeds | 53 | 53 | 47 | 57 | 5 |
| Number of students tested | 62 | 72 | 72 | 68 | 74 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 94 | 86 | 76 | 84 | 53 |
| % Exceeds | 41 | 32 | 33 | 43 | 5 |
| Number of students tested | 34 | 37 | 33 | 32 | 74 |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 93 | 88 | 67 | 85 | 53 |
| % Exceeds | 45 | 29 | 26 | 44 | 6 |
| Number of students tested | 29 | 34 | 27 | 34 | 73 |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 97 | 100 | 100 | |
| % Exceeds | 65 | 80 | 64 | 80 | |
| Number of students tested | 23 | 30 | 33 | 25 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 91 | 93 | 92 | 93 | 55 |
| % Exceeds | 39 | 41 | 34 | 52 | 6 |
| Number of students tested | 77 | 80 | 88 | 83 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 85 | 82 | 86 | 91 | 55 |
| % Exceeds | 15 | 21 | 20 | 35 | 6 |
| Number of students tested | 34 | 33 | 35 | 34 | 49 |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 76 | 83 | 88 | 91 | 55 |
| % Exceeds | 10 | 20 | 20 | 22 | 6 |
| Number of students tested | 29 | 30 | 41 | 32 | 49 |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 97 | 96 | |
| % Exceeds | 58 | 62 | 53 | 71 | |
| Number of students tested | 40 | 37 | 36 | 45 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 99 | 99 | 100 | 99 | 89 |
| % Exceeds | 51 | 37 | 33 | 48 | 13 |
| Number of students tested | 76 | 84 | 84 | 80 | 55 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 97 | 97 | 100 | 96 | 89 |
| % Exceeds | 27 | 14 | 19 | 25 | 13 |
| Number of students tested | 30 | 29 | 36 | 24 | 55 |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 96 | 97 | 100 | 97 | 89 |
| % Exceeds | 26 | 22 | 13 | 24 | 13 |
| Number of students tested | 27 | 37 | 32 | 34 | 54 |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 65 | 53 | 49 | 67 | |
| Number of students tested | 37 | 38 | 47 | 39 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>6</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 98 | 100 | 99 | 98 | |
| % Exceeds | 47 | 58 | 36 | 17 | |
| Number of students tested | 92 | 114 | 116 | 106 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 94 | 100 | 100 | 94 | |
| % Exceeds | 32 | 44 | 36 | 6 | |
| Number of students tested | 31 | 39 | 36 | 32 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 95 | 100 | 100 | 93 | |
| % Exceeds | 28 | 31 | 31 | 4 | |
| Number of students tested | 40 | 35 | 45 | 28 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 98 | 100 | |
| % Exceeds | 60 | 70 | 38 | 18 | |
| Number of students tested | 40 | 64 | 60 | 61 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>7</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 99 | 100 | 99 | |
| % Exceeds | 66 | 75 | 74 | 62 | |
| Number of students tested | 107 | 111 | 107 | 81 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 97 | 100 | 97 | |
| % Exceeds | 51 | 75 | 59 | 60 | |
| Number of students tested | 37 | 32 | 29 | 30 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 98 | 100 | 97 | |
| % Exceeds | 38 | 67 | 50 | 50 | |
| Number of students tested | 32 | 43 | 28 | 34 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 79 | 78 | 82 | 68 | |
| Number of students tested | 57 | 58 | 61 | 34 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>8</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 99 | 99 | 100 | |
| % Exceeds | 64 | 47 | 28 | 30 | |
| Number of students tested | 112 | 106 | 86 | 46 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 97 | |
| % Exceeds | 64 | 32 | 16 | 60 | |
| Number of students tested | 28 | 28 | 25 | 30 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 96 | 100 | 100 | |
| % Exceeds | 49 | 24 | 23 | 32 | |
| Number of students tested | 37 | 25 | 31 | 28 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 97 | 100 | |
| % Exceeds | 69 | 58 | 34 | 36 | |
| Number of students tested | 65 | 62 | 38 | 14 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| %Meets %Exceeds | 98 | 100 | 100 | 99 | 72 |
| % Exceeds | 55 | 58 | 54 | 65 | 11 |
| Number of students tested | 62 | 72 | 72 | 68 | 74 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| %Meets %Exceeds | 97 | 100 | 100 | 97 | 72 |
| % Exceeds | 35 | 49 | 39 | 47 | 11 |
| Number of students tested | 34 | 37 | 33 | 32 | 74 |
| 2. Students receiving Special Education | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| %Meets %Exceeds | 97 | 100 | 100 | 97 | 73 |
| % Exceeds | 34 | 38 | 33 | 41 | 11 |
| Number of students tested | 29 | 34 | 27 | 34 | 73 |
| 6. Asian Students | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| %Meets %Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| %Meets %Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 83 | 80 | 73 | 88 | |
| Number of students tested | 23 | 30 | 33 | 25 | |
| 10. Two or More Races identified Students | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| %Meets %Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 98 | 98 | 98 | 82 |
| % Exceeds | 77 | 60 | 69 | 68 | 6 |
| Number of students tested | 77 | 80 | 88 | 83 | 50 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 97 | 97 | 97 | 82 |
| % Exceeds | 56 | 52 | 54 | 56 | 6 |
| Number of students tested | 34 | 33 | 35 | 34 | 50 |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 97 | 98 | 97 | 82 |
| % Exceeds | 62 | 43 | 51 | 47 | 6 |
| Number of students tested | 29 | 30 | 41 | 32 | 50 |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 98 | |
| % Exceeds | 93 | 68 | 92 | 82 | |
| Number of students tested | 40 | 37 | 36 | 45 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | 98 |
| % Exceeds | 59 | 49 | 51 | 60 | 9 |
| Number of students tested | 76 | 84 | 84 | 80 | 55 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | 98 |
| % Exceeds | 37 | 24 | 39 | 42 | 9 |
| Number of students tested | 30 | 29 | 36 | 24 | 55 |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | 98 |
| % Exceeds | 30 | 27 | 28 | 32 | 9 |
| Number of students tested | 27 | 37 | 32 | 34 | 54 |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 76 | 68 | 68 | 80 | |
| Number of students tested | 37 | 38 | 47 | 39 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 white student subgroup was less than 10% and is not reported.
2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: Criterion Referenced Competency Test (CRCT) |
| All Students Tested/Grade: <u>6</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 82 | 84 | 86 | 61 | |
| Number of students tested | 92 | 114 | 116 | 106 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 74 | 74 | 81 | 50 | |
| Number of students tested | 31 | 39 | 36 | 32 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 73 | 74 | 76 | 46 | |
| Number of students tested | 40 | 35 | 45 | 28 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 90 | 91 | 93 | 66 | |
| Number of students tested | 40 | 64 | 60 | 61 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Criterion Reference Competency Test (CRCT)</u> |
| All Students Tested/Grade: <u>7</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 98 | |
| % Exceeds | 78 | 74 | 50 | 38 | |
| Number of students tested | 107 | 111 | 107 | 81 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 97 | |
| % Exceeds | 62 | 72 | 31 | 23 | |
| Number of students tested | 37 | 32 | 29 | 30 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 94 | |
| % Exceeds | 59 | 63 | 18 | 27 | |
| Number of students tested | 32 | 43 | 28 | 34 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 88 | 83 | 61 | 53 | |
| Number of students tested | 57 | 58 | 61 | 34 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: Criterion Referenced Competency (CRCT) |
| All Students Tested/Grade: <u>8</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>McGraw-Hill</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | May |
| SCHOOL SCORES* | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 87 | 75 | 57 | 78 | |
| Number of students tested | 112 | 106 | 86 | 46 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 82 | 64 | 44 | 88 | |
| Number of students tested | 28 | 28 | 25 | 16 | |
| 2. Students receiving Special Education | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 70 | 52 | 32 | 79 | |
| Number of students tested | 37 | 25 | 31 | 28 | |
| 6. Asian Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Meets % Exceeds | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Meets % Exceeds | 100 | 100 | 100 | 100 | |
| % Exceeds | 94 | 81 | 71 | 86 | |
| Number of students tested | 65 | 62 | 38 | 14 | |
| 10. Two or More Races identified Students | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Meets % Exceeds | | | | | |
| % Exceeds | | | | | |
| Number of students tested | | | | | |

NOTES: 2009-2010 the school was K-5.

2010-2011 was the first year Garrison School of Visual and Performing Arts was established as an arts specialty school.